

CLARENDON 2 SCHOOL DISTRICT

P.O. Box 1252
Manning, SC 29102

GRADES PK-12

ENROLLMENT 3,506 Students

SUPERINTENDENT John E. Tindal 803-435-4435

BOARD CHAIR Mrs. Ethel Sweat 803-435-4435

FISCAL AUTHORITY Appointed by County Council

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	6	6	3

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

N/A

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

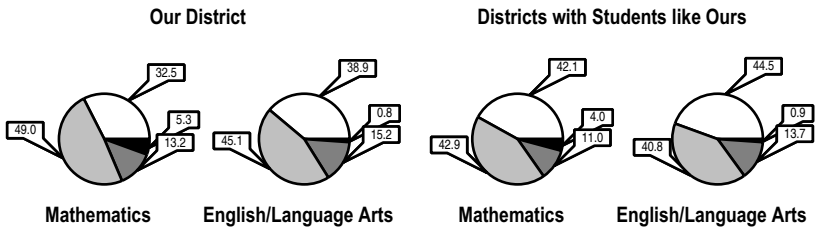
FOR MORE INFORMATION, VISIT WEBSITES AT:

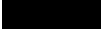



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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Below Average	N/A
2003	Average	Average	N/A
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM

	Our District			Districts with Students Like Ours		
Percent	2001	2002	2003	2001	2002	2003
Passed all 3 subtests	60.7	62.4	63.1	53.8	53.5	52.2
Passed 2 subtests	20.5	16.5	19.8	19.6	19.6	20.2
Passed 1 subtest	8.6	11.9	11.7	15.0	15.0	15.2
Passed no subtests	10.2	9.3	5.4	11.6	11.8	12.3

ELIGIBILITY FOR LIFE SCHOLARSHIPS

Percent of	Our District	Districts with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	6.3	6.1
Seniors who met the SAT requirement	6.3	6.2
Seniors who met the grade point average	48.3	40.0

*Using only the SAT and grade point average requirements

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	1,591	99.4	38.9	45.1	15.2	0.8	16.0	17.6
Gender								
Male	783	99.4	46.2	42.2	11.5	0.1	11.7	17.6
Female	808	99.5	31.9	47.9	18.8	1.4	20.2	17.6
Racial/Ethnic Group								
White	458	99.8	29.7	44.6	24.0	1.7	25.7	17.6
African-American	1,105	99.3	43.0	45.1	11.4	0.5	11.9	17.6
Asian/Pacific Islander	2	100.0						17.6
Hispanic	26	100.0	20.0	56.0	24.0		24.0	17.6
American Indian/Alaskan		0.0						17.6
Disability Status								
Not disabled	1,343	99.6	35.8	45.3	18.0	0.9	18.9	17.6
Disabled	248	98.4	55.8	44.2				17.6
Migrant Status								
Migrant		0.0						17.6
Non-migrant	1,591	99.4	39.0	45.1	15.0	0.8	15.8	17.6
English Proficiency								
Limited English proficient	5	100.0						17.6
Non-limited English proficient	1,586	99.4	39.0	44.8	15.4	0.8	16.2	17.6
Socio-Economic Status								
Subsidized meals	1,234	99.4	41.8	45.7	12.2	0.4	12.6	17.6
Full-pay meals	355	99.4	29.0	43.2	25.7	2.1	27.8	17.6

Mathematics								
All students	1,591	100.0	32.5	49.0	13.2	5.3	18.5	15.5
Gender								
Male	783	100.0	34.3	49.2	12.7	3.8	16.5	15.5
Female	808	100.0	30.8	48.8	13.7	6.7	20.4	15.5
Racial/Ethnic Group								
White	458	100.0	20.6	46.7	19.9	12.9	32.8	15.5
African-American	1,105	100.0	37.8	49.5	10.7	2.1	12.7	15.5
Asian/Pacific Islander	2	100.0						15.5
Hispanic	26	100.0	12.0	72.0	8.0	8.0	16.0	15.5
American Indian/Alaskan		0.0						15.5
Disability Status								
Not disabled	1,343	100.0	28.1	50.3	15.6	6.1	21.7	15.5
Disabled	248	100.0	56.7	42.0	0.4	0.9	1.3	15.5
Migrant Status								
Migrant		0.0						15.5
Non-migrant	1,591	100.0	32.6	48.9	13.2	5.2	18.5	15.5
English Proficiency								
Limited English proficient	5	100.0						15.5
Non-limited English proficient	1,586	100.0	32.7	48.6	13.4	5.3	18.7	15.5
Socio-Economic Status								
Subsidized meals	1,234	100.0	35.4	49.6	11.8	3.2	15.0	15.5
Full-pay meals	355	100.0	22.7	46.9	18.0	12.4	30.4	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
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Mathematics								
2002	Grade 3	247		15.6	57.2	18.1	9.1	27.2
	Grade 4	225		29.9	48.2	14.3	7.6	21.9
	Grade 5	272		39.8	46.5	10.4	3.3	13.8
	Grade 6	275		33.2	47.7	14.1	5.0	19.1
	Grade 7	281		49.8	31.9	10.4	7.9	18.3
	Grade 8	280		40.9	50.9	5.4	2.9	8.2
2003	Grade 3	247	100.0	15.0	57.3	17.2	10.6	27.8
	Grade 4	239	100.0	22.7	61.8	11.6	3.9	15.5
	Grade 5	232	100.0	40.4	44.6	12.7	2.3	15.0
	Grade 6	321	100.0	33.7	41.2	18.6	6.5	25.2
	Grade 7	270	100.0	41.1	40.3	11.9	6.7	18.6
	Grade 8	282	100.0	40.2	51.5	6.8	1.5	8.3

Terra Nova: a national, norm-referenced achievement test

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* Grade 9 estimates were based on a sample that may not be representative of the entire 9th grade population.

National Assessment of Educational Progress: a national, criterion-referenced achievement test.

Test	Grade	Year	Percent of students scoring							
			Advanced		Proficient		Basic		Below Basic	
			State	Nation	State	Nation	State	Nation	State	Nation
Reading	8	2002	1	3	23	30	44	43	32	25
Writing	4	2002	1	2	16	26	65	58	18	14
Mathematics	8	2000	2	5	15	22	37	38	45	34

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2003		Eligibility for LIFE Scholarships*		Graduation Rate	
	n	%	n	%	n	%
All Students	222	93.7%	174	6.3%	237	71.7%
Gender						
Male	85	91.8%	64	4.7%	98	63.3%
Female	136	94.9%	110	7.3%	139	77.7%
Race or Ethnic Group						
African American	140	91.4%	103	4.9%	155	63.2%
Hispanic	3	I/S	2	I/S	3	I/S
White	76	97.4%	67	9.0%	77	88.3%
Other	N/A	N/A	2	I/S	2	I/S
Disability Status						
Non-speech disabilities	3	I/S	8	0.0%	24	0.0%
Students without disabilities	218	93.6%	166	6.6%	0	79.8%
Migrant Status						
Migrant	N/A	N/A	0	N/A	0	N/A
Non-migrant	1	I/S	174	6.3%	0	N/A
English Proficiency						
Limited English proficient	N/A	N/A	0	N/A	1	I/S
Non-LEP	217	93.5%	174	6.3%	236	72.0%
Lunch Status						
Subsidized meals	135	90.4%	78	2.6%	147	50.3%
Full-pay meals	82	98.8%	96	9.4%	90	99.0%

* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

2002-2003 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2002	2003	2002	2003	2002	2003
District	477	457	465	465	942	922
State	488	493	493	496	981	989
Nation	504	507	516	519	1020	1026

ACT	English		Math		Reading		Science		Total	
	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003
District	15.5	16.8	16.4	16.9	15.2	17.8	16.7	17.4	16.1	17.4
State	18.8	18.7	19.1	19.0	19.3	19.4	19.2	19.2	19.2	19.2
Nation	20.2	20.3	20.6	20.6	21.1	21.2	20.8	20.8	20.8	20.8

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 3,506)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	8.2%	Down from 8.7%	5.0%	4.0%
Attendance rate	95.9%	Down from 96.6%	95.2%	95.4%
Meeting grade 1 & 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	7.5%	Up from 3.5%	6.1%	10.7%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	11.4%	Up from 10.3%	10.4%	10.6%
Older than usual for grade	6.8%	Up from 5.9%	6.8%	5.5%
Suspended or expelled	0.6%	Down from 0.9%	1.6%	1.6%
Enrolled in AP/IB programs	2.6%	N/A	N/A	10.0%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Enrolled in adult education GED or diploma programs	368	Up from 313	187	186
Completions in adult education GED or diploma programs	40	Up from 33	27	40

Teachers (n= 205)				
Teachers with advanced degrees	52.2%	Up from 51.2%	43.5%	47.8%
Continuing contract teachers	84.4%	Down from 85.3%	81.0%	82.8%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	85.7%	Up from 85.0%	87.4%	89.5%
Teacher attendance rate	94.8%	Up from 94.5%	94.8%	95.1%
Average teacher salary	\$38,912	Up 2.5%	\$38,260	\$39,707
Prof. development days/teacher	13.9 days	Up from 9.2 days	12.6 days	11.3 days

District				
Superintendent's years at district	1.5	Up from 1.0	2.0	3.0
Student-teacher ratio	20.8 to 1	Up from 11.3 to 1	20.0 to 1	20.6 to 1
Prime instructional time	95.7%	Up from 89.9%	87.8%	89.0%
Dollars spent per pupil*	\$6,341	Up 5.0%	\$7,559	\$7,412
Percent spent on teacher salaries*	58.8%	Up from 51.4%	53.9%	56.0%
Opportunities in the arts	Excellent	No change	Good	Excellent
Parents attending conferences	81.2%	Up from 72.0%	92.6%	96.1%
Number of schools	6	No change	5	8
Number of magnet schools	0	No change	0	0
Number of charter schools	1	No change	0	0
Portable classrooms	0.0%	Down from 1.8%	4.9%	3.5%
Average age in years of school facility	22	N/A	34	26
Number of schools with SACS accreditation	5	N/A	4	8

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable	N/C Not Collected	N/R Not Reported	I/S Insufficient Sample
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SCHOOL DISTRICT GOVERNANCE**Board Membership**

9 trustees appointed

Fiscal Authority

Appointed by County Council

Average Number of Hours of Training Annually 22.0 per board member**Percent new trustees completing orientation** 100.0%**DISTRICT SUPERINTENDENT'S REPORT**

Dear Parents and Community Members:

The Education Accountability Act (EAA) of 1998 mandated school districts to provide specific information about the schools and the district to parents and the community in the form of a report card. We are pleased to provide you with the third edition of Clarendon School District Two's Annual Report Card. We have continued to make progress in spite of the substantial state budget cuts we sustained during the past school year. The district and schools are required to develop an individual academic assistance plan for each student who scored at the below-basic level on PACT in reading and mathematics. It is our intent to provide remediation through extended day programs for students in need of academic assistance through grant funds as they are available. Higher academic achievement is our most important job, and this continues to be number one on our agenda. However, we will be challenged this year with staff reductions, increased class size, and a reduction in state funding.

We are still held to some very lofty goals mandated by the No Child Left Behind Act and the Education Accountability Act at the same time of diminishing human and financial capital. However, we must prevail for our children with the prudent use of the resources we do have and with your support. We continue to seek your input and support. You are invited to visit our schools and volunteer to assist the administration and faculty.

Thank you for your continued cooperation and support.

Sincerely,

John Tindal
Superintendent

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal